

AGENCY ESTIMATE
OF THE FISCAL IMPACT OF IMPLEMENTING
SB 179 1st Sub 2011 General Session
Math Education Initiative

Sponsor: Senator Howard A. Stephenson
Agency Contact: Cathy Dudley/March 8, 2011
Agency: Utah State Office of Education

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A. Short Form (For bills that have no impact on the state, local governments, businesses, or individuals.)

If you can check all five boxes to the right, you're almost done. If the bill obviously doesn't have an impact, you're done.

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> | State agencies will not require an appropriation to implement the bill. |
| <input checked="" type="checkbox"/> | There is no fiscal impact on local governments. |
| <input checked="" type="checkbox"/> | There is no fiscal impact on businesses. |
| <input checked="" type="checkbox"/> | There is no fiscal impact on individuals. |
| <input type="checkbox"/> | The bill will not affect revenues. |

If it isn't so obvious, explain what's going on. The most usual explanation is the codification of existing practices.

If necessary, explain why this bill has no fiscal impact.

Attachments welcome.

B. What parts of the bill cause fiscal impact?

Cite specific sections or line numbers.

Lines 60-67.

C. Which program gets the appropriation?

Enter 3 letter Appropriation Unit Code.

PAA

For multiple appropriations

This is of

D. Work Notes: Assumptions, calculations & what are we buying?

Explain the fiscal impact in plain English, detailing your assumptions, methods, & calculations.

List all direct costs. Identify one-time and ongoing costs. Detail FTE impacts.

Do not say, "\$50,000 in Current Expense." Be very specific about what this \$50,000 will buy.

Attachments encouraged.

This substitute bill will appropriate \$63,000 for honors mathematics. It eliminates any reference to Singapore math.

The State Board of Education is directed to:

1. Award grants to schools to pay for stipends for teachers who teach honors mathematics courses; and
2. Contract with a person, selected through a request for proposals process, to develop a bank of problems that may be used to assess students' understanding and proficiency in honors mathematics courses, and **(Please see Section D continued below.)**

E. REVENUES

Select Fund	Current Budget Year FY 2011	Coming Budget Year FY 2012	Future Budget Year FY 2013
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total	<u>0</u>	<u>0</u>	<u>0</u>

F. COSTS by FUND

Select Fund	Current Budget Year FY 2011	Coming Budget Year FY 2012	Future Budget Year FY 2013
Education Fund		63,000	63,000
Uniform School Fund		1,273,976	1,273,976
Total	0	1,336,976	1,336,976

G. COSTS by EXPENDITURE CATEGORY.

Expenses by Category	Current Budget Year FY 2011	Coming Budget Year FY 2012	Future Budget Year FY 2013
Personal Services		118,976	118,976
Travel			
Current Expense		1,155,000	1,155,000
DP Current Expense			
DP Capital Outlay			
Capital Outlay			
Other/Pass Thru		63,000	63,000
Total	0	1,336,976	1,336,976

H. Non-State Impacts

Your estimate of how will the bill affect:

Local Governments

Businesses

Individuals

This Math Education Initiative is created to make Utah the premier state for math education and a recognized source of skilled scientists and engineers, meet the demand of Utah employers for workers with high math skills; and entice companies that require a highly skilled technical workforce to locate in the state.

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This is a draft fiscal note response from the Utah State Office of Education (USOE) and may be revised in the future.

Attachments welcome.

(Section D Continued:)

3. Establish procedures for applying for and awarding the grants (\$1,600 per year for teachers).

It is anticipated that an additional FTE will need to be hired to cover the requirements of this bill. The cost of this person would be approximately \$118,976.

The bill states that up to \$15,000 may be used to pay a contractor to develop a bank of problems for honors mathematics courses (lines 143-145). It has been estimated that the \$15,000 will not be sufficient to cover the items required in this bill.

An analysis created estimates the following costs to fully implement this program in addition to the FTE:

\$1,080,000 - item development (\$1,500 per item @ 720 items per course for three courses (honors algebra I, honors algebra II, and honors geometry). These item costs include field testing, statistical analysis, bias and sensitivity review and formatting and developing scoring rubrics for word problems and accommodations. Does not include costs of scoring non-multiple choice items;

\$25,000 - to import items into existing USOE online testing tool (UTIPS);

\$50,000 - for program evaluation.

GRAND TOTAL: \$1,155,000 in addition to the full-time FTE.